



Improving lives THROUGH
supports and services
THAT FOSTER self-determination.

Data 101

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How to Identify Areas of Concern:



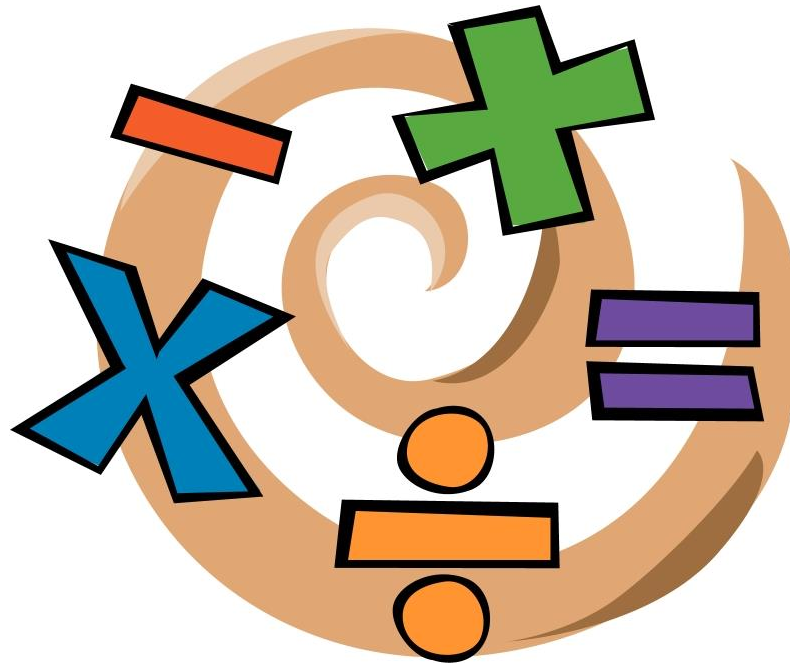
A good starting place on identifying an area of concern within an agency is:

DATA

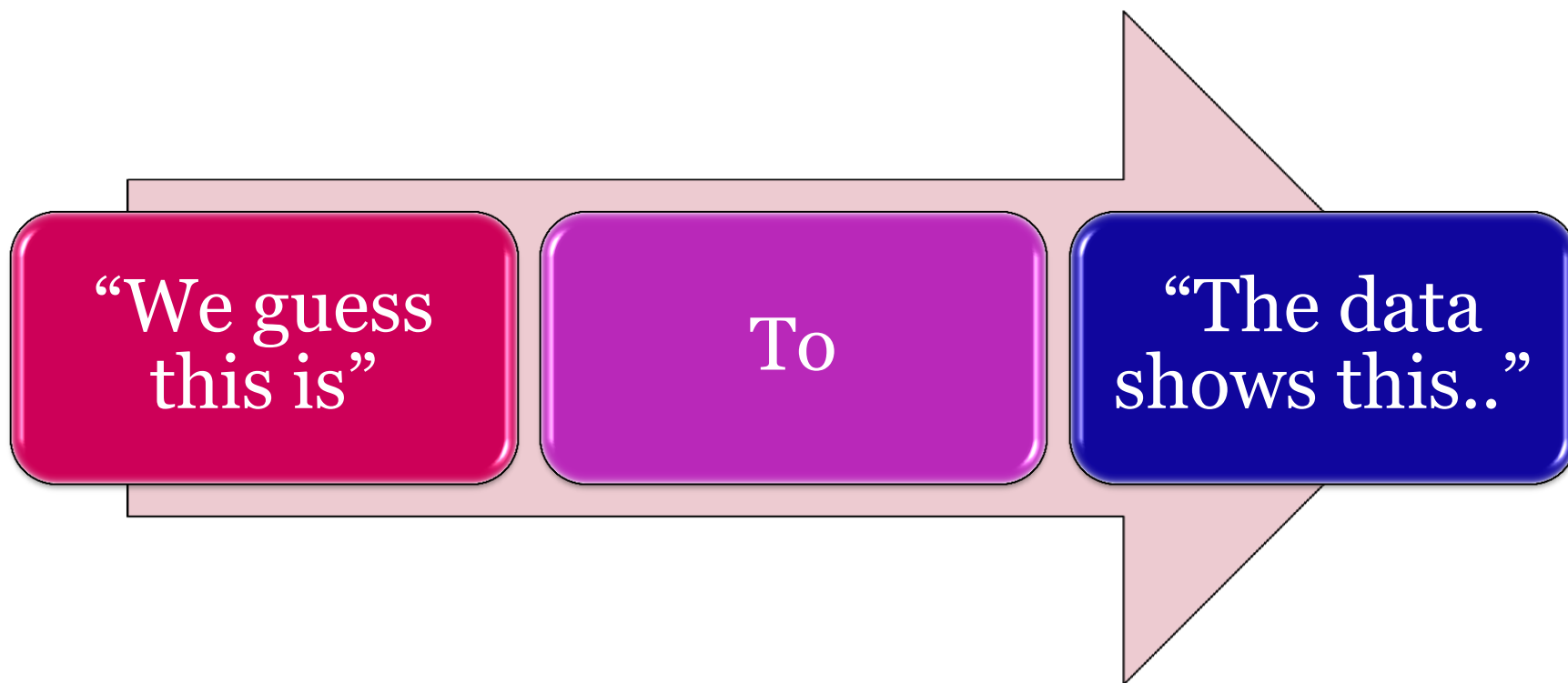


What is DATA?

Data is the factual information (as measurements or statistics) used as a basis for reasoning, discussion, or calculation






Why do we need Data?





Places we typically collect data:



Tracking Sick/Vacation/PTO leave

-  Per home
-  Per Week
-  Per Staff

Tracking Hiring/Dismissal Rates

-  Number of staff resigned/dismissed
-  Number of staff hired

Tracking Number of Individuals in Care

-  Tracking Individuals who have moved in and out










Track Number Training Hours

-  Per Staff
-  Per Month
-  Per Year

Track Positive interactions

-  Individuals to Staff
-  Staff to Staff
-  Staff to Administration

Behavioral Data

-  Which Days of the week
-  What time of day
-  With what staff
-  During what activities
-  What happens before
-  What happens after
-  Number of EMTS
 -  Number of Restraints
 -  Number of Medication Errors



How to observe data and record it

- 👤 Recognizing an event has occurred.
 - 👤 Count the number of stomps with my right foot.



- 👤 Was that difficult?
- 👤 What made it difficult?
- 👤 What would have made it easier?

Observation Continued

- 👤 Recognizing an event has occurred.
 - 👤 Count the number of claps.



- 👤 Was that difficult?
- 👤 What made it difficult?
- 👤 What would have made it easier?

Observation Continued

- 👤 Now for a more complicated observation- More than one person's behaviors.
- 👥 Let's look at the Positive-Negative Observation Sheet

**POSITIVITY
IS THE
KEY**

Data Tracker for Positive-Negative Ratios



Positive – Negative Interactions Observation Form 2.0 (revised April 2012)

Date: _____ Time: _____ to _____ Setting description (#_): _____ # Individuals: _____ # Staff: _____ Observer: _____	Use Reinforcement (Displayed by Staff/Caregiver)	Stay Close Random, Routine, Cool (Displayed by Staff/Caregiver)	Coercive Contingent Interaction (Displayed by Staff/Caregiver)	Coercive Non-Contingent Interaction (Displayed by Staff/Caregiver)
		Total ____	Total ____	Total ____
Desirable Behavior (of Individual served)	Total ____			
Undesirable Behavior (of Individual Served)	Total ____			

Date: _____ Time: _____ to _____ Setting description (#_): _____ # Individuals: _____ # Staff: _____ Observer: _____	Use Reinforcement (Displayed by Staff/Caregiver)	Stay Close Random, Routine, Cool (Displayed by Staff/Caregiver)	Coercive Contingent Interaction (Displayed by Staff/Caregiver)	Coercive Non-Contingent Interaction (Displayed by Staff/Caregiver)
	Total ____	Total ____	Total ____	Total ____
Desirable Behavior (of Individual served)	Total ____			
Undesirable Behavior (of Individual Served)	Total ____			

Specific Examples for setting /individual observed

Desirable Behavior – desirable behaviors to increase or teach:

Undesirable Behavior – behaviors to decrease. junk (annoying, not harmful to self properties) and serious behavior (physical damage to self, others, property illegal);

Ratio of Positive to Negative Interactions for Observation 1: (Pos: Neg) _____

Ratio of Positive to Negative Interactions for Observation 2: (Pos: Neg) _____

Side 1 – Instructions on side 2

1

Observation Training Continued:





- 👤 http://www.ilo.org/global/topics/skills-knowledge-and-employability/disability-and-work/WCMS_169973/lang--en/index.htm
- 👤 ***A day in the life of Jacqueline Minchin***
 - 👤 **Start scoring the video after Jackie walks into the school building.**
 - 👤 **Do not score the narrative, only the actual behaviors of staff and Jackie when she is at work.**
 - 👤 **If you can't hear it or see it – don't score it.**
 - 👤 **Do your best.**
 - 👤 **Don't miss what is happening and fail to score things because you are too concerned with Positive or Negative category to score a staff interaction under.**
 - 👤 **Stop scoring when Jackie leaves for the day and walks out the door.**





Observation Training Continued:



Jackie's behavior

-  **Desirable behaviors (significant) are Positive behaviors** – completing job tasks (each step of longer task or each short discrete task completed independently), pro-social behaviors like greetings, saying thank you, responding to jokes and conversations. We are not counting any just okay behaviors.
-  **Undesirable behaviors (junk and serious) are Negative Behaviors** – for Jackie there is only Junk behavior of – laughing without antecedent event like joke from someone

Any other adult's behavior in video that is direct towards or about Jackie

-  **# Times staff Use Reinforcement - Positive contingent interactions** – AFTER Jackie does something desirable
-  **# Stay Close Random, Routine, Cool** - Positive non-contingent interactions – social greetings, jokes, no apparent antecedent behavior by Jackie



Feedback from Training

👤 Let's compare scores:

👥 How many times did staff reinforce Jackie?

👥 How many times did staff use SCRRC?

👥 How many desirable behaviors did Jackie have?

👥 How many undesirable behaviors did Jackie have?

Let's try Again:



http://www.ilo.org/global/topics/skills-knowledge-and-employability/disability-and-work/WCMS_169973/lang--en/index.htm

👉 Are our scores closer this time?



This is something you can do

👤 Positive Negative Data or Ratios can show us:




- 👤 Are staff using reinforcement?
- 👤 Are staff interacting with consumers?
- 👤 Are staff only giving directives?
- 👤 Is it a positive environment?
- 👤 Are consumers being offered choices?



What the research shows us:

Positive to Negative Ratios

Business Teams

-  High Performance = 5.6+ to 1-
-  Medium Performance = 1.9+ to 1-
-  Low Performance = 1+ to 2.7-

Successful Marriages

-  5.1+ to 1- (speech acts)
-  4.7+ to 1- (observed emotions)



What the research shows us Continued:



- 👤 Gottman observed 700 newlywed couples as they interacted during a 15 minute period. Based upon the positive to negative ratios, he was able to predict, with **94%** accuracy, the divorce rate 10 years later.



Now Let's use this Data:

The issue is not:

- How do we collect data?

It is:

- How do we obtain useful data or how do we make the data we have useful to us?

What would you like to see done with this data?



- 👤 Put it in a spreadsheet or chart
- 👤 Graph the data
- 👤 Let's practice
- 👤 [..\..\Data\Pos-Neg Track 20 or Less.xlsx](#)



Questions?



Resources



- 👤 BRT Observation Training
- 👤 BRT Positive Negative Tracker
- 👤 Chris Borgmeier, Portland State University



Thank You!!



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